Canvas Course Style Guide
Introduction
The purpose of this style guide is to provide a comprehensive overview of best practices for faculty to utilize while designing their Canvas courses. The guidelines presented here will subsequently help facilitate student comprehension and learning. This guide will aid those faculty whether they use Canvas frequently or as just an accessory to their teaching. The guide is broken into four sections: Text-based Course Content, Designing with Learning Modules, Multimedia, and Grammar and Notation. Appendices containing additional sources on grammar and design. Additionally, teaching accessories have been provided at the end of the guide. The term users is to identify any students, faculty, staff, and others who may read the material presented here. This usage is in no way to make the context insensitive and less personal.

This style guide was created using the following resources: Chicago Manual of Style (16th Edition), Weber State University Best Practices Course Review, Weber State University Writing Style Guide: Figure of Speech, Merriam-Webster.com, Florida Department of Agriculture and Consumer Services [FDACS] Multimedia Development Process, and the Florida Department of Agriculture and Consumer Services [FDACS] Style Specification Sheet.
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Section 1: Text-Based Course Content
The purpose of this section is to outline the best practices for text-based course content in Canvas that faculty can implement to aid in effective end-user facilitation and learning.

Alignment
For consistency and readability, it is preferable to keep all text left-aligned. This includes titles, headings, and subheadings. Refer to the example for an illustration on how text should be aligned in relation to the left margin (Example 1).

Example 1

| Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut eleifend posuere dapibus. Ut justo lectus, aliquet et nulla sed, ultrices lacinia diam. |
| Nulla ut sem sit amet eros dignissim fringilla non at magna. Cras pharetra ipsum pulvinar, tristique nunc id, varius lacus. Etiam commodo vitae sapien at euismod. |

Color
In general, avoid using multi-colored text. If using color, use a maximum of two colors. Do not use neon or exceptionally bright colors, as it will be difficult to read and may strain the user’s eyes.

Emphasis
Emphasis is used to draw attention to a specific word, phrase, or section of text. Emphasis can be placed on one word, a phrase, or a whole sentence. Some ways to create emphasis are:

- **Bold** and italicize key terms.
- Include highlighted links in the text.
- Add pictures or graphics.
- Add videos.
- Use colored text, but again do not use more than two colors.

Font
Using easy to read font sizes when writing all content in Canvas is imperative to the user’s comprehension of the material. It is recommended that all fonts be at least eight-point font. Also, the Canvas default font is Helvetica; please use easy to read typeface similar to Helvetica when adding material and content in to Canvas. Keep easy readability for the user in mind when choosing font sizes in Canvas.
Headings and Titles
In headings and titles, the general rule is to capitalize the first letter of each word in the title, except for conjunctions (e.g. and, but, if, for). In Canvas, headings and titles include topic titles, group names, group titles, assignment names, module names, quiz names, question groups, questions, and subject lines in conversations. Font sizes for headings are usually fourteen-point font. Also, headings can be bolded to create emphasis and distinguish them from the rest of the text. Notice in the example below that both headings are bolded and are a larger font size than the body text (Example 2). Heading 1 is fourteen-point font and Subheading 1 is twelve-point font.

Example 2

<table>
<thead>
<tr>
<th>Heading 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut eleifend posuere dapibus. Ut justo lectus, aliquet et nulla sed, ultrices lacinia diam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subheading 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nulla ut sem sit amet eros dignissim fringilla non at magna. Cras pharetra ipsum pulvinar, tristique nunc id, varius lacus. Etiam commodo vitae sapien at euismod.</td>
</tr>
</tbody>
</table>

Hyperlinks
Hyperlinks are electronic links in hypertext and hypermedia that send users to additional sources and can be accessed within the same or different documents (Merriam-Webster.com). Commonly, hyperlinks appear in blue and underlined. When users see underlined or blue highlighted word or phrase, they may think it denotes a hyperlink.

In Canvas, hyperlinks are highlighted blue and give users additional resources to enhance learning. All hyperlinks should remain on the Canvas default of underlined, blue text in order to distinguish them from other content on the page. To differentiate between custom content and Canvas hyperlinks, please refrain from underlining and coloring text blue.
Indentation
The first line of each paragraph in Canvas should not be indented. However, numbered and bulleted lists may be indented. Refer to the example below for an illustration of indentation (Example 3).

Example 3

**Welcome to COURSE NUMBER**

**COURSE NUMBER COURSE NAME**

The objectives for this class are:

- Objective 1
- Objective 2
- Objective 3

All course work should be submitted in a timely manner.

Lists

Vertical Lists
When a list is being used as an order of operation the list should be a numbered vertical list. When the list is being utilized to state the various purposes or procedures in no particular order, then a bulleted vertical list should be used. A period should follow a bulleted item that is a full sentence or when the bullet point completes the introduction. Be consistent and use all sentences or fragments, not a mixture of both. Refer to the examples below for references on when to use numbered and bulleted lists (Examples 4 and 5).

Example 4

In this class you should:

1. Read the syllabus.
2. Introduce yourself in a discussion.
3. Take Quiz 1.
Example 5

In this course you will learn the following:
- How to communicate effectively.
- How to develop a concise argument.
- How to analyze popular... 

Run-in Lists
A run-in list is used when items are listed within a paragraph. Numbers are used to mark divisions and enclosed in parentheses. Commas separate the items unless the items use internal commas, then semicolons will separate the items. The example below is an illustration of what a run-in list should look like (Example 6).

Example 6

I need you to pick up the following items from the store: eggs, milk, bread, cookies, juice, and chocolate chips.

Orphans and Widows

Orphans
An orphan is the first line of a paragraph stranded at the bottom of a page or column (CMS, 899). Orphans can simply be avoided by changing the phrasing of the sentence or spacing the words preceding it (CMS, 899). Refer to the Chicago Manual of Style (CMS) for relevant examples.

Widows
In contrast to orphans, widows are short lines at the end of a paragraph that appear at the top of the succeeding page or column (CMS, 904). Widows should be avoided and omitting them simply involves changing the phrasing and spacing of the sentence or paragraph (CMS, 904). Widows commonly appear in documents with two or more columns. Refer to CMS for relevant examples.

Paragraphs
Keep paragraphs at a comfortable length of five to eight sentences. Use numbered and bulleted lists to break up long blocks of text and increase readability.
Rubrics
Rubrics are tools used for assessing users based on expectations pertaining to quality. Also, they are one method of setting up outcome-based or custom criteria used for scoring assignments. A typical rubric in Canvas is a table comprised of a various number of rows and columns. Rows are containers filled with specific criteria for assessment. Columns are containers for point values to define the user’s level of performance based on the set criterion. As with most elements of style, be organized and consistent with the design throughout the rubric. It is recommended that rubrics be constructed in the Canvas rubric tool as pictured in the example below for easy readability and comprehension (Example 7).

Example 7

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of criterion</td>
<td>Full Marks 5 pts</td>
<td>No Marks 0 pts</td>
</tr>
</tbody>
</table>

Total Points: 5

There are alternatives to using the Canvas tool for rubrics. Rubistar provides a simple and convenient tool for designing rubrics for courses. Make a bulleted list of criterion with attached point values or percentages instead of using the table. If the Canvas tool is not being used and an alternative rubric is written, please refer to the guidelines and recommendations in Section 1: Text-Based Course Content to design a rubric that is easily readable and understandable for the user.

Spacing
Spacing between titles, section headings, and paragraphs should remain consistent throughout the page. Canvas defaults to 1.5 inch spacing between text. For single spacing between headings, subheadings, and text, press Shift + Enter. The example below shows the Canvas default spacing (Example 8).

Example 8

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut eleifend posuere dapibus. Ut justo lectus, aliquet et nulla sed, ultrices lacinia diam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nulla ut sem sit amet eros dignissim fringilla non at magna. Cras pharetra ipsum pulvinar, tristique nunc id, varius lacus.</td>
</tr>
</tbody>
</table>
**Superscripts and Subscripts**

Superscripts are symbols, such as letters and numerals, that are written above and to the immediate right or left of another character (Merriam-Webster.com). Subscripts are small numerals, letters, fractions, or symbols that print partly below the baseline of the character, and usually appear in mathematical material, chemical formulas, and when writing out octaves in music (CMS, 900). Refer to the example below for a reference on the appearance of superscripts and subscripts (Example 9).

**Example 9**

A superscript looks like this: \(x^2 + y^2 = z^2\)

A subscript looks like this: \(H_2O\) is water
Section 2: Designing with Learning Modules
Designing with learning modules defines how to design a course and its accompanying modules. This guide will provide directions on how to implement a cohesive and consistent design. Please contact an instructional designer to customize a Canvas course past the parameters listed below.

Homepage
The first step in designing with learning modules is to create a homepage. The homepage accomplishes two goals: first, it instructs users on how to navigate the course, and second, it gives them the resources to complete the course. Most homepages feature three to six buttons for navigation. Each homepage should feature a start here button, but the other buttons are customizable. The CIEE recommends the having following buttons: start here, forum and course schedule. If different button names are used, be sure to link the buttons to helpful, relevant content. It is recommended by The Center for Instructional and Institutional Effectiveness (CIEE) to start with one of their Canvas course homepage templates (Example 1). For more information on templates, see the section below. A custom design option is also available. Please contact an instructional designer to further customize a Canvas course.

Templates
To use a template, select the pages front page option and then add the template to the page. These templates include buttons that link to various pages in Canvas. One of them should be a start here button that links to the start here page. The example below shows a template for a homepage (Example 1).

Example 1

Outdoor Adventure Recreation

START HERE  SCHEDULE  RESOURCES
Start Here Page
The start here page is the user’s guide to navigate the course. A link to the start here page should be included on the homepage of a Canvas course. Every start here page should include links to various Canvas pages. The CIIE recommends using these links: the Canvas Student Guides, the course syllabus, the testing procedures, an instructor page, and the course assignments. An example has been provided below (Example 2). Another design option available is a start here module that directs users through the course.

Example 2

Start Here
Welcome to the Course
This course is taught online through WSU’s online learning environment called Canvas. All course documents and resources are available through Canvas and all coursework and learning activities will be submitted via Canvas.

If you are not familiar with Canvas, please take a minute and read through the step-by-step instructions for some of the common features and functions in the Canvas system via the Canvas Student Guides. Be sure to know how to: update your profile and notifications, access and send messages, and access and submit assignments.

Step 1: Read the Course Syllabus.
The course syllabus will provide you with the course schedule, course objectives, explanations of assignments and assessments, grading policies, and instructor contact information. Please read it carefully. You should have a deep familiarity with the schedule and process of the course.
Step 2: Purchase your Textbooks.
You need the following textbooks:
Step 3: Meet your Instructor: Professor Blank
An introduction to myself, your instructor for this course.
Step 4: Read the Technical Requirements Page
The technical requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.
Step 5: Read about Academic Integrity
All students at Weber State University agree on admission to abide by the university Code of Conduct. Please review this document as it includes important information about student policies and rights.
Course Syllabus
The syllabus sidebar navigation page should include two items: a custom syllabus upload and a Canvas generated syllabus. A custom syllabus file should be uploaded under syllabus description on the syllabus sidebar course navigation link. A link to the custom course syllabus and a Canvas created syllabus should now be visible on the page. Canvas will form a syllabus once the assignments, quizzes, readings, discussions, and other tasks with a due date have been entered. Canvas will organize these tasks chronologically. An example has been provided below (Example 3).

Example 3

![Course Syllabus](image)

Textbooks
Include the textbooks the user needs for the course. Provide users with adequate instruction on how to order their books (Example 4).

Example 4

Textbooks
Your textbooks include:


Instructor Page
Users find it helpful if they know who their professor is and their contact information. This is especially important in online and hybrid courses where instructors have limited interaction with users. An introduction or welcome should be provided by the instructor. Also, instructors can choose to include a brief background and overview of the course, unless it’s already included in the custom syllabus upload (Example 5).
Example 5

**Instructor Page**

**Welcome to the Course**

Hello! I am INSERT NAME and I will be your instructor for this class. I went to school at NAME OF INSTITUTION and have been a professor for INSERT YEARS.

Professor Name  
Phone Number  
Email  
Office Location

**Technical Requirements**

On this page, include a list of basic computer system requirements to use in Canvas. Up-to-date versions create better connections. Please visit Appendix A under Computer Specifications for more information.

**Academic Integrity**

On this page, explain the student academic code that students must adhere to while at Weber State University. A link to the student code has been provided in Appendix A under Student Code.

**Course Schedule**

The course schedule page is the user’s schedule of readings, assignments, discussions, and quizzes in the course. A link to the course schedule page should be included on the homepage of a Canvas course. The course schedule page is not a syllabus upload or link to the Canvas generated syllabus. Unlike a syllabus, the course schedule only includes the assignment schedule. An example has been provided below (Example 6). For more information on how to design a syllabus, please see the section on syllabus below.

Example 6

**Course Schedule**

**ENGL 2010 Intermediate College Writing 2016**

<table>
<thead>
<tr>
<th>Week &amp; Unit</th>
<th>Assignments &amp; Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td>Essay #1</td>
</tr>
</tbody>
</table>
Resources
The resources page is a convenient location for users. A link to the resources page should be included on the homepage of a Canvas course. This page should include links and comments about campus and course resources. An example has been provided below (Example 7).

Example 7

![Course Resources]

**Course Resources**

**General Resources**
WSU Online Home
Canvas “How-To’s”
Canvas Student Demo Course
WSU Library
Stewart Library EReserve

Modules
Modules should be consistent in design and appear in chronological order. This refers to the modules occurring in the order that the content inside them is due. It is suggested that modules be organized as units. These units could include an overview, reading materials and learning accessories (e.g. videos, PowerPoint, etc.), assessments or quizzes, assignments, and discussions. An example has been provided below (Example 8).

Example 8

![Module Example]
Section 3: Multimedia
Multimedia refers to anything other than text used within a Canvas course. Specific file formats are utilized to embed multimedia within a Canvas course. Whenever a multimedia component is included it is important to cite the source of where the media was attained. With any form of multimedia, it is suggested that a backup of the file be stored in another area such as cloud storage. For more information regarding multimedia, please contact WSU’s Creative Academic Technology Solutions (CATS) group.

Inserting Content into the Page
Content is embedded into a page by adding links, files, and images. The content is added as a link, or files can be uploaded from the web, Dropbox, Weber Box, and Google Drive. Any format of content added cannot exceed 500 megabytes.

Banners
Banners are images commonly found on the front page of a Canvas course. Typically they span the entire length of the page. To format a banner image correctly, the approximate size is 740 pixels by 250 pixels.

File Storage
New, uploaded content can be found in the Files section (Example 1). Create folders for the multimedia and uploaded documents.

Example 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Created</th>
<th>Date Modified</th>
<th>Modified By</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubric.pdf</td>
<td>Jul 8, 2011</td>
<td>Dec 1, 2015</td>
<td></td>
<td>96 KB</td>
</tr>
<tr>
<td>unfiled</td>
<td>Jan 18, 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Images
Images can be uploaded from the web, Dropbox, Weber Box, and Google Drive. Previously uploaded photos can be found in Files. All photos uploaded must be 600 megabytes or less. Custom designed accessories that utilizes custom colors need to refer to the color palette in the WSU Branding Guide. A link to the university branding guide can be found in Appendix B.
Links
Embedded links lead to related Canvas course content. Use links sparingly and to enhance course objectives. In Canvas, a link can be embedded on a page linking to wiki pages, assignments, quizzes, announcements, discussions, modules, and course navigation. To embed a link, use the Insert Content into the Page toolbar found on the right-hand side of the screen. An example is shown below (Example 2).

Example 2

Hyperlinks
Any text in an assignment, discussion, etc. can be a hyperlink. To create a hyperlink, use the toolbar above the textbox, click this icon🔗 and copy and paste a URL in the text box. The text selected for the hyperlink will appear blue (Example 3).

Example 3

Instructions
Profile Pictures
Profile Pictures can be changed by clicking Account on the right-hand side of the screen, above Dashboard. A menu will appear, listing various options. Click Profile. Hover the cursor over Profile Picture and click this icon to upload a picture. After clicking the pencil icon, the menu below will appear (Example 4). Upload a picture, take a picture, or upload one from Gravatar.

Example 4

SpeedGrader
Media can be added to the comments in SpeedGrader. This could be helpful to provide relevant feedback on user submitted content.
Tables
The design of the table should reflect the Text-Based Course Content guidelines. A table can be utilized when creating an announcement, assignment, discussion, or quiz (Example 5). Simply click this icon ☐ and set how many rows and columns.

Example 5

Videos
Videos should follow the same guidelines as photos. Use publicly-open sites or get permission from video creators before inserting a video into the course. Using the Rich Content Editor, uploading a video is simple. Videos can also be recorded using the Rich Content Editor. Videos should tie directly to the course assignments and the assessments. YouTube and iFrame are popular video sites. Also, the file size for videos should not exceed 500 megabytes, as Canvas does not allow file sizes larger than this. For information on how to link to a YouTube video or how to embed an iFrame video in Canvas, please refer to Appendix B below.

If creating a custom video, use conversational language, humor, and draw on past experiences. Use an outline to keep on track and target. Attempt to keep the video around four minutes or less. To accomplish this, break content lectures into shorter segments. Add audio/visual elements to the video that supplement the content and avoid information that users could just read as text. Make sure to use interesting questions in the videos. Try asking viewers to solve mysteries or show them how to find the answers; don’t always give them the answers. Strive to produce high-quality videos using professional sound, lighting, and graphics. For help creating professional instructional videos for courses, please contact WSU’s CATS group.

Closed Captioning
In order to be compliant with the Americans with Disabilities Act (ADA), closed captioning must be available immediately to students who require it. To prepare for this situation, add closed captioning to videos as they are created or add them before the course starts.
Section 4: Grammar and Notation
The purpose of this section is to succinctly describe fundamental guidelines for grammar, spelling, punctuation, etc. that faculty can use at their own discretion.

Abbreviations
Abbreviations are shorter versions of words and names and are used as substitutes for the complete word or name (CMS, 488). When writing an abbreviation in Canvas it is important to use the correct abbreviation for the course. Do not simply make up an abbreviation; this could cause confusion with other, similar course abbreviations. For example, an English course does not use ENG as the abbreviation. The appropriate abbreviation for English is ENGL. Please refer to Appendix A below for links to the 2015-2016 WSU Catalog that provide a comprehensive list of course abbreviations.

Acronyms
Acronyms are terms comprised of the first letter of each word in the term and are read as an individual word (CMS, 488).

Examples:
- FEMA, laser, and scuba

Initialisms
Initialisms are a type of abbreviation that is read as a sequence of single letters (CMS, 488).

Examples:
- WSU, HTML, XML, PDF and UI

Please make note with abbreviations of any sort, there are times they can be spelled as an acronym or initialism without spelling the full term on its first occurrence. However, there are terms that must be fully spelled on their first occurrence, as they are commonly unknown or lesser-known terms (CMS, 488). Please consult the Chicago Manual of Style (CMS) and other provided style guides for more information on which acronyms and initialisms need to be spelled out upon their first occurrence.
Capitalization
For the purposes of this guide, capitalization will be discussed briefly to outline only the most basic rules. Generally, elements that are capitalized include:

Acronyms, Initialisms, and Abbreviations
Acronyms consisting of five or more letters can be lowercase. Initialisms, however, are frequently capitalized, even when they don’t originate from proper nouns. Capitalize abbreviations only if they are in the main text (CMS, 490).

Examples:
• laser, ASAP, and FYI

Headings and Subheadings
In headings, capitalize the first letter of each word in the sentence, except for conjunctions. In subheadings, capitalize the first letter of the first word of the sentence and any proper nouns that appear in the subheading (CMS, 28).

Examples:
• Welcome to Intro to Philosophy
• A Comprehensive Guide to Buddhist Religion

Proper nouns
The specific names of people, places, or objects. Also, they can include titles of books, movies, television shows, etc. Proper nouns are always capitalized, such as the names of businesses, institutions and specific departments along with specific titles given before a name (CMS, 204).

Examples:
• Canvas by Instructure
• President Obama
• The Goddard School of Business and Economics
Numbers
For the purposes of this guide, the general rules concerning numbers will be the only aspects discussed. If there are any additional, more specific questions left unanswered, please refer to CMS and the other writing guides.

The general rule is numerals zero through one-hundred are to be spelled out in full rather than using a figure. Also, any whole numbers ending in hundred, thousand or hundred thousand are typically supposed to be spelled in full. Additionally, numbers ending with millions, billions, trillions, etc. are spelled out as well. Some contexts, particularly concerning press and scientific ones, spell numbers zero through nine out in full, then use figures there on out. If numbers are at the beginning of a sentence, they are supposed to be spelled out, regardless of context (CMS, 464-67).

Examples:
- Last month, more than two hundred thousand people visited the Canvas website.
- It is estimated that Canvas has one million visits every year.
- The anticipated completion date for the style guide project is April 29, 2016.

Addresses
Streets, avenues, etc. are typically spelled in full rather than using a numerical figure, if the number is one hundred or less (CMS, 481).

Examples:
- Thirty-Sixth Street
- Seventh Avenue
- 151st Street

Time
If the time of day is in even, half and quarter hours, numerical components are typically spelled in full. If the time ends in o’clock, the numeral is always to be spelled in full (CMS, 477-78).

Examples:
- Students typically wake up at six o’clock to prepare for their morning classes.
- The conference will take a recess at half past five.
Years
Years are expressed as a number. If they fall at the beginning of the sentence, they are to be written out. However, simply rewording the sentence is usually a better alternative (CMS, 475).

Examples:
- America gained its independence from Britain in 1776.
- This year, 2016, is the year of the monkey according to the Chinese zodiac.

Page Numbers, Chapter Numbers, etc.
Typically, page numbers, chapter numbers, and so on are to be written as a number (CMS, 474).

Examples:
- Please read chapters 1-3 before Thursday.
- You can find the answer to the quiz on page 54 of the text.

Percentages
Percentages are typically written using a figure, unless they are at the start of a sentence. The word percent can be spelled out in casual, nontechnical contexts, otherwise, the (%) sign is to be used (CMS, 470).

Examples: ([www.weber.edu/cije](http://www.weber.edu/cije)).
- Currently, 47 percent of Weber State University (WSU) courses use Canvas.
- Forty-seven percent of courses at WSU use Canvas.
- Student surveys reported 47 % of courses at WSU use Canvas.

Punctuation

Ampersands
An ampersand (&) is a symbol that is used to substitute the word and (Merriam-Webster). Most often, ampersands are used in company names where the title is spelled as an acronym or initialism. Also, ampersands can be used in titles and formal company names (CMS, 10.23).

Examples:
- Romeo & Juliet
- P&W Institutional Certificate
Apostrophes
Apostrophes are used to indicate possession, substitute absent letters and numbers, and in rare cases, act as the plural form of particular expressions (CMS, 342).

Examples:
- The professor’s syllabus is available on Canvas.
- Many students on Weber State University’s campus grew up in the ‘90s.
- The Smiths’ fortune exceeds that of most families.

Colons
Colons introduce a component or string of components that elaborate upon elements foregoing the colon. If the colon lies between two independent clauses, it acts more as a semicolon. It is recommended that colons be used minimally and exclusively to emphasize that the second independent clause supplements the first. A good test to see whether a colon is used correctly or not is to replace the colon with the words as follows (CMS, 327).

Examples:
- The assignments Ronald failed to submit were: the signed syllabus, reflection post #1, and research project #1.
- The assignments that are part of the final portfolio are: Proposal, Status Report, Reflective Analysis, and Final Report.

Commats
Commats function as small pauses in sentence structures. They particularly aid in spoken readings and contexts. Best practices for using the comma simply involves good reasoning and common sense. Always keep in mind that more accessible, easier to read text is the end goal of effective comma usage (CMS, 311).

Examples:
1. Place commas after dates and addresses, except at the end of the sentence.
   - July 4, 2016
   - Weber State University 3838 Harrison Blvd. Ogden, Utah 84408

2. If a list contains three or more items, use commas to separate the items.
   - The student’s objectives are to brainstorm ideas, write a draft, and turn in the assignment by April 29, 2016.

3. Commas can precede the word which but not the word that.
   - Shelley submitted her assignment early on Canvas, which is why she received bonus points.
   - Canvas was having technical difficulties and that is why the student’s grades were not entered.
4. Commas can succeed parenthetical components.
   - The assignment will be posted on Canvas (canvas.weber.edu), and will be due on Tuesday.

5. Coordinating conjunctions are preceded by commas.
   - Becky could have waited to start the assignment, but she wanted to finish it before going out.

Dashes

Em Dash
Em dashes – or simply dashes – are the most common type of dash used in writing. They often act as substitutes for parentheses and commas. The primary function of the em dash is it’s used to introduce descriptive elements (CMS, 333-334).

Examples:
   - The students worked on their project—an endeavor that took roughly four months to complete—nonstop until the end of the semester.
   - “They make many journeys, not extensive ones, it is true; but our own little journeys, away and back again, are only little more than tree-wavings—many of them not so much,” (John Muir).

En Dash
En dashes are used to link numerical elements and sometimes, words. The general rule with en dashes pertaining to perpetual numbers – including times, dates and page numbers – is the en dash represents the words up to and including. Therefore, use the word to instead of the en dash if the word from is the preceding element in this particular pairing of words. If the word between is the preceding element, use the word and instead of the en dash (CMS, 331-333).

Examples:
   - There will be 4-5 people working in each group.
   - Amanda and Zach worked on the style guide from January 28 to April 29.
   - Omar was thinking of a number between one and ten.

Hyphenation
Hyphens are primarily used to bridge two or more words together. Also, they can be used to separate different words and elements. Hyphenated compound terms are spelled out with two or more hyphens. As a side note, the word e-mail, according CMS, is to be spelled with a hyphen and lowercase e unless it’s at the beginning of the sentence (CMS, 372-373).
Examples:
- This class will prepare you to gain employment at a full-time job.
- In this class, you will learn the basics of x-ray and other imaging tools.
- The instructor will send out an e-mail to the students regarding final grades.

Parentheses
Parentheses are used to emphasize certain elements from the adjacent text and include text that is not directly related to the remainder of the sentence. Common uses of parentheses include enclosing translations, numbers, letters, and even parentheses in parentheses. A couple of basic punctuation guidelines for using parentheses are the opening parenthesis should be succeeded by a comma or semicolon; closing punctuation marks should succeed the closing parenthesis (CMS, 336-37).

Examples:
- Please refer to the dictionary (Merriam-Webster is best) when using commonly misspelled words.
- The article entitled “The Costs of Inequality,” was a very interesting read (U.S. News & World Report).

Quotation Marks
Quotation marks should be implemented when quotes and terms are not of the author’s original work (CMS, 620).

Examples:
- As the kids would say, the essay on comedians made me “LOL.”
- As William Shakespeare once said, “All the world’s a stage, and all the men and women merely players.”

Semicolons
Semicolons are used between two independent clauses that are not united by a conjunction. The semicolon symbolically expresses a closer relationship between the two clauses. Common adverbs to set off a semicolon in an independent clause are however, therefore, indeed, the like, hence, indeed, accordingly, besides, and on occasion, then (CMS, 325-26).

Examples:
- The project was too extensive for one person; therefore, each student was assigned a partner to aid in the project’s completion.
- As Abraham Lincoln once said: “With educated people, I suppose, punctuation is a matter of rule; with me it is a matter of feeling. But I must say I have a great respect for the semicolon; it’s a useful little chap.”
Appendix A: Additional Resources

Canvas Guides
This link includes general help for the Canvas LMS. To access the Canvas help guides, click on the Canvas Guides button on the right hand side of the page.
https://community.canvaslms.com

Canvas Help Desk
Resource to use for obscure information or issues with faculty dashboard.
(801) 626-6499
wsuonline@weber.edu
Monday - Thursday 8 a.m. to 5 p.m.
Friday 8 AM to 4:30 PM
Ogden Campus - Lampros Hall 215

The Center for Instructional and Institutional Effectiveness (CIIE)
The Center for Instructional and Institutional Effectiveness (CIIE) at WSU offers support, design, university-wide assessment, and training services for Canvas, Chi Tester, and a multitude of other online learning platforms.
http://www.weber.edu/ciie

CIIE Templates
Information on where to download CIIE templates and how to upload them into a canvas course.
http://www.weber.edu/ciie/canvasCourseTemplates.html
https://community.canvaslms.com/docs/DOC-2687

Computer Specifications
Information on what operating systems and browsers the Canvas application runs on.
https://community.canvaslms.com/docs/DOC-2059

Student Code
Provide students with access to the academic integrity and student code.
http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

WSU Catalog (Main Site)
The WSU Catalog provides a comprehensive list of all course abbreviations. Please refer to the catalog when abbreviating courses in Canvas to make sure the correct abbreviation is used. The PDF version of the catalog is available below.
http://catalog.weber.edu/
**WSU Catalog (PDF)**
http://catalog.weber.edu/mime/media/9/1842/PDF+2015-16+Catalog.pdf

**WSU Color Palette**
If custom colors and typefaces are used when designing Canvas courses, please refer to the official WSU Branding Guide.
http://www.weber.edu/brand/colorpalette.html

**WSU Style Guide - *Figure of Speech***
Further questions about grammar and notation can be answered in the WSU Marketing and Communications style guide.
http://www.weber.edu/marcomm/Styleguide.html
Appendix B: Approved Learning Tools Interoperability (LTIs)

Box
Box is a document management cloud storage system that allows all files to be stored in one place and accessible anywhere. It is offered by WSU to faculty and students fifty gigabytes of free storage.
https://app.box.com/s/ib3bznj2v1443wqxtm

Cengage MindLinks
Cengage is a company that provides education content, technology and services to educators.
http://www.cengage.com/lms_docs/Instr_MindLink_INSTRCANG.pdf

Chi Tester
Chi Tester is an enterprise exam management system developed at Weber State University.
https://chitester.weber.edu/manual/

eMedia
eMedia is an educational resource provided by the Utah Education Network (UEN). There are more than 19,000 free videos available to educators and students.
http://www.uen.org/emedia/

GoReact
GoReact is a video recording application that allows recorded presentations and instant, time-coded feedback.
https://goreact.com

iFrame
iFrame is used to insert content into a webpage. This is especially helpful when uploading videos. Please follow the link below for instructions on how to embed a iFrame into Canvas.
https://community.canvaslms.com/docs/DOC-1866

Input Final Grades
Input Final Grades is a tool used for student grades.
http://www.weber.edu/Records/Input_Final_Grades.html
McGraw-Hill Campus (MH Campus)
MH Campus is an integration service that allows instructors using Canvas to enable single sign-on and gradebook synchronization between their course and McGraw-Hill Education learning tools and content.  

McMillian
Popular textbook publishing company.  

Pearson
MyLab & Mastering is a collection of online homework, tutorial, and assessment products.  
[http://www.pearsonmylabandmastering.com](http://www.pearsonmylabandmastering.com)

Rubistar
Used to format and create rubrics.  
[http://rubistar.4teachers.org](http://rubistar.4teachers.org)

SCORM
SCORM is a set of technical standards for e-learning software products. SCORM governs how online learning content and Canvas communicate with each other.  
[https://community.canvaslms.com/docs/DOC-3345](https://community.canvaslms.com/docs/DOC-3345)

TurningPoint Cloud
TurningPoint Cloud shifts higher education student device registration to a cloud-based interface tied to a Turning Account.  

Turnitin
Turnitin is an originality checker and plagiarism prevention service.  
[http://turnitin.com](http://turnitin.com)

WileyPLUS
WileyPLUS is a research-based online environment for effective teaching and learning.  
[https://www.wileyplus.com](https://www.wileyplus.com)
YouTube
For assistance on embedding a Youtube video into Canvas.
https://community.canvaslms.com/docs/DOC-1864
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Special Thanks

This style guide was commissioned by The Center for Instructional and Institutional Effectiveness (CIIE) and written by Zach Berrett and Amanda Olsen.